THE IMPLEMENTATION OF VIDEO IN IMPROVING STUDENTS'SPEAKING SKILL

(An Experiment Study At The Second Grade Of SMA Negeri 16Banda Aceh Academic Year 2022/2023)

THESIS

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TABLE OF CONTENT

Page

ACKNOWLEDGEMENT ..... **i**
ABSTRACT ..... **iii**
TABLE OF CONTENT ..... **iv**
LIST OF TABLE ..... **vi**
APPENDIX OF TABLE ..... **viii**
CHAPTER I INTRODUCTION **1**
1.1 Background of study 1
1.2 Review of Previous studies 3
1.3 Research problem 5
1.4 Objective Of Study 5
1.5 The significance of study 5
1.6 Hypothesis of study 6
1.7 The scope of study 6
1.8 Key of term of definition 6
CHAPTER II LITERATURE OF REVIEW **8**
2.1 Teaching speaking 8
2.1.1The nature of speaking 8
2.1.2 The Nature Of Teaching 12
2.1.3 Micro And Macro Skill Of Speaking 14
2.1.2 Video 20
CHAPTER III METHODOLOGY **29**
3.1 Research method 29
3.2 Population and sample 30
3.2.1 Population 30
3.2.2 Sample 30
3.3 Research instrument 31
3.4 Techniques of data collection 31
3.4.1 Pre-test 31
3.4.2 Treatment 32
3.4.3 Post-test 32
3.5 Techniques of data analysis 32

3.5.1 Mean Score 36
3.5.2 Standard Deviation 36
3.5.3 Hypothesis Testing 37

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION 38

4.1 Research Findings 38
4.1.1 The description Of data 38
4.1.2 Description of proficiency of student's Pre-test 38
4.1.3 Description of proficiency of student's Post-test 40
4.1.4 Calculation of standard deviation value 42
4.1.5 Mean difference Test (t- Test) 45
4.1.6 Hypothesis Testing 48
4.2. Disscussion from the data analysis 49

CHAPTER V CONCLUSIONS AND SAGESTIONS 52

5.1. Conclusion 52
5.2. Suggestions 53

REFERENCE 55

CHAPTER I
INTRODUCTION

This chapter served as the introduction of the paper. It consist of the background of the study as the basic deliberations for the research problem and the objective of the study, it also include the significant of the study followed by the scope of the study the definition of the them.

1.1 The Background of study

According to Simaibang (2016), speaking is one of the four language skills that is called under productive skill. It is concerned with the ability to utter words or articulate sounds with the ordinary voices. According to Richards (2008), the mastery of speaking skill in English is a priority for many second-language or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

Louma (2004) states that speaking contains an interactive process for producing, receiving and processing information to other people. According to Brown (2004), there are five main aspects to support speaking skills, which include grammatical accuracy, vocabulary, comprehension, fluency, pronunciation.

Pollard (2008) states that speaking is one of the most difficult aspects for students to master. The reason why speaking is difficult aspect for students to master because they do not having enough exposure to English (environmental factor), infrequent English speaking practice in daily life (they could use the mother tongue to communicate, instead of using

English), feeling shy and laziness to learn English.

Schunk (2008) states that motivation has an important role in the learning process. It is because motivation can influence what, when, and how the students learn. According to Omrod (2011), motivation is something that energizes, directs and sustain behavior, it gets students moving, points them to a particular direction and keeps them going on to learn. It means that if the students have good motivation to learn they will be able to enjoy the activity in the class. In order for student motivation to increase, teachers need to make a learning innovation.

One of the many answers to increase the student's motivation is through the integration of video in the classroom activity. Based on the investigation that has been held by Brecth (2008), the use of video in the traditional class had given a positive effect mainly helping the students to pass the course.

According to Mazouzi (2013) student learning activities must be designed to develop fluency and accuracy. These elements are very important in the communicative approach. Therefore, classroom practice should help students develop communication competence. Looking at the condition of the students.

1.2 Review Of Previous Studies

In this study, the researcher takes two previous researchers comparison. The first research is done by Dyah Supiyati, (2011), Improving Students' Speaking Skill By Using Audio – Visual (Aids In Class I A Rsbi Sdn Cemara Dua. 13 Surakarta In 2009 / 2010 Academic of Year). In her thesis, she analyzed the students, improving students speaking skill by using Audio-Visual. She use Clasroom action research (CAR). She also showed the

learning process. It shows technique effectively help the students to improve their speaking skill. In the end of her research she said that there was significant result before and after using Audio – Visual to improve the students of speaking skill.

The second research is done by Sinta Prasetia Trias Sari, (2015), Entitled "The Use Of Videos To Improve The Students' Speaking Skills (At Class VII B Of Smp N 2 Patuk In The Academic Year Of 2014/2015)". The method used in her research was classroom action research (CAR). The reseach was conducted in two cycle at the 7th grade students of Smp N 2 Patuk in academic year 2014/2015. In collecting data, the researcher used were in the forms of qualitative and quantitative. The qualitative data were gained through observing, interviewing the English teacher and students, and taking photographs. The data were in the forms of vignettes, interview transcripts, and photographs. While the quantitative data were obtained by conducting a pre-test and post test and the data were in the forms of the students' speaking scores.

The researcher findings shows that the implementation of video in teaching speaking. The improvement of classroom situation includes: the class is alive because the students participated actively during the speaking class, the students were motivated to speak English, the students paid good attention to the teacher's explanation. The findings from previous studies prove that the use of video as a learning media is a good and can be implementing in the speaking class. Because the previous of study shows that the student speaking skill in improving by implementing of video.

Based on my observations at SMA Negeri 16 Banda Aceh. In fact, I found that many students still struggle to express themselves freely because of doubts, reluctance, fear of

making mistakes, poor vocabulary, lack of confidence, and lack of practice, which make it difficult for them to speak fluently. Therefore, researchers are encouraged to conduct research in this school by using video in teaching speaking. The researcher wants to use one way to solve the problem above by applying video as a learning medium, to overcome students' difficulties in speaking English and to motivate students to speak. Therefore, the researcher intends to conduct a study entitled. "Implementation of Video in Improving Students' Speaking Skills based on the description. (Experimental Study in Class II SMA Negeri 16 Banda Aceh Academic Year 2022/2023)

1.3 Research Problem

The researcher formulate the research question as follow:

Does the use of video improve student's speaking skill in term of pronunciation, grammar, vocabulary, comprehension and fluency.

1.4 Objective Of Study

The researcher formulate the research question as follow:

The research objective of this research is to find out whether the use of video can improve student's speaking skill in term of pronunciation, grammar ,vocabulary,comprehension and fluency.

1.5 The Significance Of Study

The results of this study are expected to provide useful information and suggestions for:

(1) teachers; The results of this study are expected to be useful input for English teachers to get alternative solutions in teaching speaking,

(2) students; the results of this study will help and provide opportunities for students to solve problems in mastering speaking skills,

(3) researchers; this study adds to the knowledge and experience of researchers in teaching speaking,

(4) further researchers; The author hopes that this research can be used by other researchers who are interested in English to get useful information

1.6 Hypothesis of study

Hypothesis of study in this research are:

1) Null Hypothesis (Ho):

   The use of video cannot improve student's speaking skill in term of pronunciation, grammar, vocabulary, and fluency.

2) Alternative Hypothesis (Ha):

   The use of video can improve student's speaking skill in term of pronunciation, grammar, vocabulary, and fluency

1.7 The Scope Of Study

In this thesis, the researcher wants to know the improvement of students' speaking skills. The author conducted research on second grade of SMA Negeri 16 Banda Aceh.

1.8 Key Of Term Of Definition

Based on the title in this research, the writer explained two definition, namely: Speaking and Video.

a. Speaking

There are many definitions of speaking that have been proposed by some experts in

language learning. Cameron (2001) states that speaking is the active use of language to express meaning so other people can make sense of them.

Thornbury (2001) mentions that speaking is interactive and require the ability to cooperate in the management of speaking turns. Further, he adds the nature of speaking process means that the grammar of the spoken language differs in the member of significant ways from the grammar of the written language.

According to Harmer (2001), speaking happens when two people are communicating to each other. It is fairly clear that they are doing so for saying something or delivering message and information. They choose a language from their store for certain communication needs. Bailey (2001) state that for most. people, the ability to speak a language is synonymous with knowing the language since speech is the most basic means of human communication.

b. Video

Muniandy (2011) defines video as a kind of multimedia material consisting of verbal and non-verbal presentations displaying simultaneous images, narration and on screen text. Furthermore, McKinnon (2011) in Muniandy and Veloo (2011) acknowledges that video clips can portray settings, action, emotions, and gestures which can provide the important visual stimulus for language practice and learning. Hand Taprial and Kanwar (2012) state that social media is a tool for being a social people by sharing their photo, video, news about their activity to others. In this way, social media has a deep relationship with communication. Social media as a communication means that reached by anyone and whenever needed. It can be conclude that social media can be utilized as learning media for improving the student's speaking skill since the sosial media as a platform of information

and interaction technologies for people to discuss their issues and opinions.